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Twice a Month for Better Schools

NOVEMBER 4, 1935

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OF THE UNITED STATES

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"_____,

Superintendent."

•

"Reading for Fun"

Books and **more** books! What a wealth of them you will find mentioned, reviewed or characterized in our BOOK NUMBER of November 18! "Reading for Fun" will be the general theme. Do school folks do enough of it? Do they lead their pupils to read "for fun" as well as for study? We hope you will like the Book Number. It won't be ALL books, of course. Kansas City will be spotlighted in the "Representative School Systems" series. Other stimulating material will be included.

•

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In an advertisement in this issue find a set of three words composed of these letters:—

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Straighten out the words; locate the advertisement in which they appear; and mail your discovery suddenly to Journal of Education Treasure Hunt, Six Park Street, Boston. First correct answer from a state will entitle sender to four months' subscription to this magazine for self—if not already credited with one such award this fall, or for a friend.

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Solution for October 7—What Is the Activity Plan—on page 427.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

Volume CXVIII Boston, November 4, 1935 Number 17

REPRESENTATIVE SCHOOL SYSTEMS

Buffalo

By ERNEST C. HARTWELL

Superintendent

BUFFALO is proud of the physical plant in which are housed its 100,000 public school children. This plant includes: 8 thoroughly modern academic high schools; 1 technical high school; 4 vocational high schools; 77 elementary schools; 7 special schools for retarded and handicapped children; 1 school for crippled children; a girls' high school and a boys' high school for elementary school graduates interested neither in the offerings of the academic high school nor those of the vocational high schools; an unusually fine stadium for all kinds of competitive school sport; 15 swimming pools, and 69 double gymnasia.

Eighty-four per cent. of our plant equipment is modern.

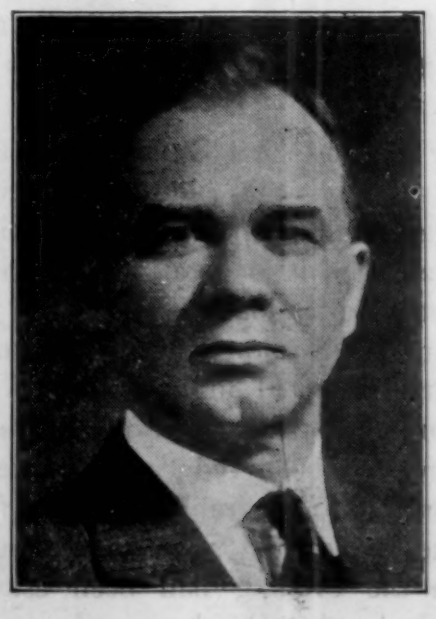
There are no pupils in Buffalo attending school on half time, and less than 4 per cent. are housed in other than regular classrooms equipped, lighted, heated and ventilated in accordance with sound modern practice.

Every Child Accounted For

As child accounting is fundamental to wise school administration, Buffalo has perfected an unusually efficient machinery with which it annually attempts to account for every child in the community of school age, whether or not he is in attendance at the public school. At the end of the year the department will know the number of elementary school graduates who entered each of the secondary schools, the number who married, who died, who were injured in motor accidents, who entered industry, or who had gotten into difficulties with the law. In the case of those who have gone to work, the department will know what trades they entered and where they are employed.

A continuous check-up and regular reporting from the police department as to the time, cause and the place of each and every motor accident to school children is a part of a plan of safety education which has greatly reduced the number of accidents.

The check-up on children who get into difficulty with the law is not for permanent records. It is a part of a constant effort made by the school, through understanding and sympathetic treatment, to help such pupils to avoid similar mistakes in the future. If juvenile delinquency is defined to mean the delinquency of children of school age, we believe that the public-school children of Buffalo have a remarkably good record.



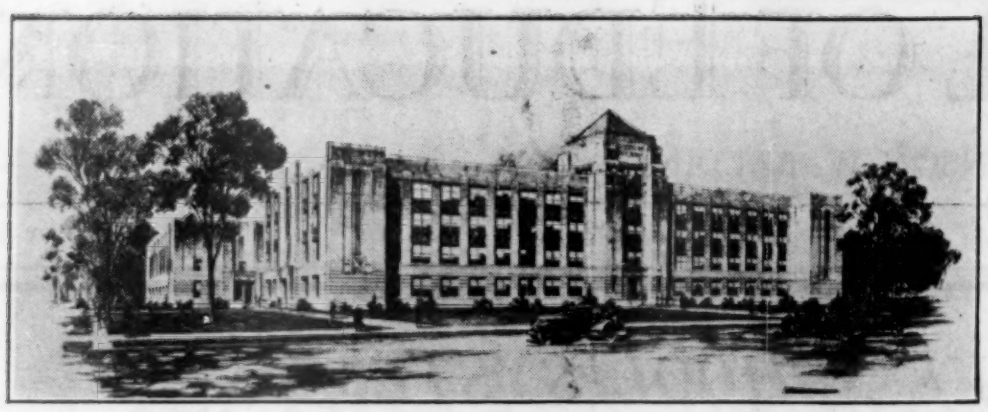
E. C. HARTWELL

Health education, of course, receives constant attention, being closely correlated with the work going forward in the gymnasia, swimming pools, and playgrounds.

Individual Differences Considered

Buffalo is proud of the flexibility of its educational machinery. Every effort is made, so far as practicable, all through the elementary school, to permit children to progress at the rate of speed which their individual capacities make possible. Where practicable, homogeneous grouping is employed, and careful grading, frequent promotions, special classes for ungraded children, and seven buildings exclusively devoted to adjustment cases—all facilitate this purpose.

There are eleven different courses offered in the eight academic high schools and training in thirty-five different vocations in the vocational high schools. This diversity of educational opportunity includes the tra-



KENSINGTON HIGH SCHOOL

ditional college entrance and classical courses, as well as courses in homemaking, fine arts, commercial practice, bricklaying, plastering, and oxyacetylene welding. No boys are permitted to enter the trade schools who are not full-fledged eighth-grade graduates. There are 1,000 boys enrolled this year in the vocational high school offering the electrical trades, 252 in the aircraft courses, and 480 elementary-school graduates entered the freshman class at Technical High School.

Education Made Attractive

Although Buffalo is an industrial city, with an unusually large foreign population, her educational offerings are so diversified and apparently so popular that the Compulsory Attendance Law causes the city very little trouble. Last year it was necessary to bring into court for the enforcement of this law only 74 cases.

Buffalo is in agreement with the wise men who tell us that if children are to be taught respect for property, they must attend school in buildings worthy of respect. The children have taken wonderful care of the fine buildings which the city has provided, and a tradition has been built up of respect for property and respect for the rights of others.

Few Disciplinary Problems

Over 9,000 persons last year from outside the city of Buffalo visited the Buffalo schools. The comment most commonly heard was on the apparent absence of disciplinary problems. Principals and teachers believe that this comes about from the cumulative effort begun in the kindergarten and continued through all the years of schooling, to teach children respect for the rights of others rather than fear of consequences.

Serving 30,000 Adults

In addition to the regular work to be found in the traditional school organization, Buffalo has for many years maintained a large and successful night-school service. The swimming pools, gymnasia, shops in the vocational schools, and any other equipment which may profitably be employed for the formal education or pleasure of the citizens of Buffalo, are available as a part of the night-school service maintained by the Department of Education for the adults of the city ("adult" being defined as someone over sixteen years of age not in actual attendance at any day school). Twelve hundred men, averaging thirty years of age, were enrolled in last year's evening courses in the one school where training in the printing, automotive and aircraft trades is available.

The fact that Buffalo had during many years built up a vigorous tradition for adult education has stood it in great stead during the depression. Its work in Americanization had tremendously assisted in assimilating its foreign-born population. Illiteracy had been reduced to a very low figure, desirable traditions for the use of the schools by adults in the evening had been established, the diffidence of many adult foreigners about going to a school building had been dissipated, and the lessons of organization had been fairly well learned by our own department before the unemployment situation became acute. Consequently, with the aid of State and Federal money when it became available, it was not difficult greatly to expand a service already in existence to take in all kinds of activities not ordinarily attempted in our own night school organization. During the past winter 30,000 adults were attending classes or enrolled in activities of one sort or another under the immediate direction of the School Department. This work has gone on so quietly and satisfactorily that it has long ceased to be a matter of large local news value.

City-wide Co-operation

In all of its activities the School Department has been very fortunate in the high degree of intelligent co-operation which it has had from other city departments and from the various social agencies and other educational institutions of the city. The police department has been unusually sympathetic in the matter of furnishing detailed information to the schools about motor accidents and the contacts which the police department has with school children. The Natural Science Museum and the City Art Gallery have both developed co-operative educational services of high interest to many thousands of Buffalo school pupils. School busses regularly take children to these two institutions. A large part of the library service in the elementary schools is furnished directly by the public library. The relationship with the social service agencies has been such that if a child appears at school in need of shoes, the machinery by which this need is investigated and cared for is immediately put into motion, with the result that if the case is discovered to be properly one for public care, the pupil has his shoes within

twenty-four hours. In our school for crippled children the department furnishes the educational service and the city hospital furnishes the nursing and medical service. The city department of health is responsible for the health inspection in the public schools, also for dental inspection, and this past year a beginning has been made in the matter of free corrective work for children who come from homes on welfare.

Distinctions and Awards

For the sixth successive year Buffalo was awarded the State of New York award given by Syracuse University for the best work of the year done by a pupil in the public schools in art. For the fifth successive year one of the Buffalo elementary schools, No. 51, has been awarded the Columbia gold medal for the best grade-school publication. Within the past four years two Buffalo high school pupils have been given trips abroad as a result of their superior work in the social sciences.

Public speaking is fostered directly by the Board of Education, who offer annually a "Board of Education" prize to the winning high school in the oratorical contest, another in the declamation contest, and a third for the high school winning the annual debate. All of these competitions are among the fifteen secondary schools of the city. In the elementary schools there is an annual declamation contest in which ordinarily a thousand boys and girls participate.

Sports for the Many

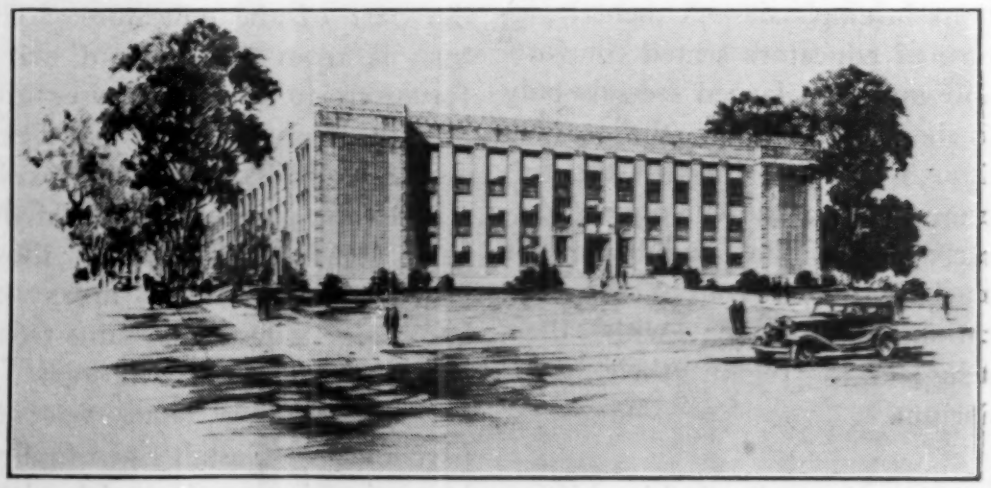
The sports activities are all intra-mural and are organized with the purpose of providing opportunity to participate to the largest possible number of boys and girls. All of the sports sponsored by the schools of Buffalo are carried on under a system of player control. The scheduling of games and the general direction and management of Buffalo's diversified and extensive program of sports competition are in the hands of a director employed by the Board of Education, who discharges his responsibilities so satisfactorily that protests about eligibility, schedule-making, refereeing, conduct on the field, and use of the stadium seem to have been reduced to a minimum.

Trade Education Broadly Conceived

Music has an increasingly large place in the school activities of Buffalo, and as with public speaking, dramatics, sport, and journalism the vocational high schools are regarded as being entitled to the same opportunities as are offered in the academic schools. Trade education in the Buffalo schools is not exclusively interested in the development of the special skills required by the artisan who works with steel or bricks or mortar; it is concerned with the development of a man with desirable attitudes of mind and capacities for enjoyment. Half of the time in the vocational high schools is spent in the shops and half in the classroom.

Parents Are Made Welcome

Annually in Buffalo the fathers and mothers of pupils in high school are asked to meet on a given night to listen directly to the principal of the school on what are the responsibilities of parents toward their children's high school education. This is not an evening of entertainment; no refreshments are served; it is for one purpose only, and that is to have answered the questions which every intelligent parent ought to have answered about the purposes, organization and procedure in the high school which his children attend. It is on occasions of this sort that the importance of getting pupils to bed at night at a reasonable hour is stressed. It is here that the importance of regular daily preparation of work is emphasized. All of our high school principals and teachers feel that gratifying results have accrued from this annual "Parents' Night." The elementary schools encourage parents to visit school and to have the second Wednesday afternoon of each month as a regular "Parents' Day," at which time parents are especially invited to come to see the school in operation. There were 139,000 such visits last year.



SCHOOL NO. 37

Next to be presented in this series of Representative School Systems will be KANSAS CITY—November 18.

Integration
—the Educational Fulcrum of Today

By JOHN W. DICKEY
State Normal School
Newark, New Jersey

IN 1929 we had the Marathon dancers; in '30, miniature golf; in '31, tree-sitters; in '33, jigsaw puzzles; in '34, hog-calling contests; and in '35, the chain letters. We wonder what '36 will bring forth in the world of amusements.

•

In education we have phenomena not entirely unlike that in the world of amusements. In the '90's the educators were on "correlation"; in the first decade of the 1900's, "motivation"; then came "socialization," "problem," "project," "units," "correlation" (different from the "correlation" of the '90's), "articulation," and today it is "integration." Educators assemble and parade the new term back and forth on the rostrum; and school executives return to their systems and hold forth in their staff meetings. Thus the teachers are having their equilibriums constantly disturbed by such variations in emphasis. A mental picture of educators seated comfortably upon a balanced see-saw only to be disturbed by the sudden though slight shifting of the fulcrum tells of the consequent disturbance in the equilibrium of teachers, administrators, and educationists, together with their struggle to regain their equilibrium.

•

What does all of this shifting of fulcrum mean? Is it a good thing to shift it from time to time? What is the general trend of emphases? To the writer it looks as though our culture is ripening and deepening. During the first third of our twentieth century pragmatic philosophy and its psychological counter-part, behaviorism in extreme and modified forms, were advocated and increasingly adopted in theory if not always in practice. Today there is a slight turn in direction. Pragmatism too often turns out to be instrumentalism; and behaviorism, mechanism for a biological organism where the whole is more than the sum of the parts. This had led to a diminution of wholesale acceptance on the part of the educators. The turn is from the outward manifestations to inner purposes and growths just as there has been a shift from Robert Hooke's cell-wall to the present interest in the gene. (Without a doubt those familiar with other areas of knowledge will see the same trend in their field.) In philosophy, a new Idealism is being felt; in psychology, Gestalt is finding increasing favor. Mental hygiene is increasing in respect because it, too, is concerned with the inner purposes and feelings of man. This shift in point-of-view, it seems to the writer, is indicative of a ripening culture which sees the world's materialistic phenomena as a means to improve the happiness of man.

"In philosophy a new Idealism is being felt; in psychology Gestalt is finding increasing favor. Mental hygiene is increasing in respect because it, too, is concerned with the inner purposes and feelings of man. This shift in point of view, it seems to the writer, is indicative of a ripening culture which sees the world's materialistic phenomena as a means to improve the happiness of man."

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With this shift in philosophy and psychology from the mechanistic outlook to the organismic point-of-view, we should expect a similar shift on the part of educationists in their verbal fulcrums. This is exactly what is happening. The "correlation" of the '90's was not the correlation of the '30's; and the meaning of "integration" is something more than the connotations bound up in "units" or "correlation." The present day meaning is concerned more with those dynamic, psychological changes that occur within the organism, and is no longer satisfied with the putting together of courses of study and outward manifestations. The change within the individual is becoming the centre of gravity for the educators—and very wisely so. With increasing interest in and study of these dynamic configurations in thought, feeling, and action comes a more wholesome and worthwhile philosophy, psychology, and educational theory and practice.

•

In sum, the writer has called attention to the changing, verbal fulcrum of educators and has voiced the opinion that such changes are an integral part of the ripening culture. This trend seems to be in the direction of greater emphasis upon the many and varied changes that occur within the individual as he is being constantly subjected to our social inheritance. This trend is most salutary.

Checking Thievery in Schools

By BYRON C. KIRBY
Principal, Oliver Platoon School
South Bend, Indiana

The writer gives eight practical suggestions for coping with this all too prevalent problem.

THIEVERY is a problem that confronts every school. It varies from building to building, from room to room and from year to year; it is a disease that taxes the skill and ingenuity of both faculty and administration.

The first step in meeting the problem is prevention. Every teacher should do all in his power to develop honesty, fairness and respect for the rights of others; he should concentrate upon socializing the children; upon teaching them to love and honor each other and to hold sacred the property rights of all. Efficient social training is more than a potent antidote for thievery; it is the essential element in healthy social unfoldment. The status of society is not necessarily dependent upon laws or forms of government. Man can be as selfish, conceited and impudent under one type of government as another. Social efficiency depends directly upon the ideals, the character, the moral stamina of the individual. All training of basic worth begins and ends here.

Another factor in prevention is minimizing temptation. This idea is not repugnant to the thought of the preceding paragraph relative to training the child to be honest and socially efficient. It is an essential element in it. When one is trying to teach a child not to steal he should make it as easy as possible for him to be honest. As the child develops the right ideals, habits and sufficient will power he will be able to withstand somewhat more temptation. Children should not be permitted to bring money, valuable rings and purses to school. Neither should the teachers leave money, watches, paper punches, tickets to entertainments and similar things on their desks. These practices suggest stealing, and at one time or another will definitely lead to it.

The second factor in reducing the amount of stealing in a school is certainty of detection. If children learn they can steal without being detected they will steal more just as criminals in society increase their operations when not caught or, if caught, are excused because officials cannot evaluate the principles of law, psychology and psychiatry intelligently. Our biggest social problem today is not to discover more facts but to learn to use the facts we now know thoughtfully, unselfishly and sensibly. Mental and moral indigestion are the maladies of the age.

A principal of a school cannot guarantee that every individual who steals within his building will be detected; but he can make detection the rule rather than the exception. The degree of efficiency in this connection depends upon a scientific, cooperative administration of a sound procedure. Every member of the faculty must do his part as thoughtfully, as tactfully as possible.

The following principles are suggestive:—

(1) If an article is reported stolen before dismissal, keep the entire class after school. The teacher should not leave the group for a minute.

(2) Explain to the children what has occurred; give the one who is guilty an opportunity to confess—ask others for any information they may have.

(3) If the stolen article is not found search every member in the room beginning with those who sit nearest the child whose property was taken, those who were near his desk during the current session of school, and children of whom you are suspicious.

(4) Search children thoroughly—look in every pocket, all linings, trouser cuffs, shoes and stockings. Search books and desks, too. One of our teachers had this experience last spring. A girl reported at dismissal time that her purse, containing a dollar bill, had been stolen during the afternoon session. The teacher kept the group, discussed the matter with the children, and appealed to their reason and sense of justice without success. In compliance with instructions she reported the case to the principal, who suggested that she search each pupil, beginning with the boy who sat back of the victim. The teacher found the money in the foot of this child's stocking; and the janitor found the empty purse in the bottom of the waste basket next morning.

(5) If a case of thievery is not reported until after the group has been dismissed, say nothing to the class about it but tell the victim to report all clues to you.

(6) When you find a clue say nothing to the accused until you get all the evidence possible.

(7) When you have the evidence proceed with firmness. Many children are very adept in lying. Even though guilty they make it appear that they are perfectly innocent. The following is a good illustration of the point in question.

One day last spring, after dismissal, a boy reported to his sponsor teacher that his baseball cap had been stolen. The principal advised the teacher to say nothing to the group about this affair. The next day he asked the sister of a boy that he suspected whether her brother had a baseball hat. She said that she saw him wearing one the evening before. When called to the office the boy said he bought the hat for twenty-five cents, which he earned the preceding Saturday raking a lawn. After ten minutes of firm pressure he still held to his story. The principal then said: "We will go to the merchant and see what he says." But the boy countered with: "The man said business is not very good and he intends to move the next day. He is gone now." The principal said: "We will go anyway." Whereupon the boy confessed.

(8) If you have sufficient evidence against a child yet he will not confess take him into a room by himself and tell him that you will give him just ten minutes to write a list of everything he has taken. Then leave him alone. Make him feel you know what he has done; and that you mean business. Be patient, quiet, insistent, seemingly unconcerned. Approach the problem from all angles.

In October two or three years ago we suspicioned a girl twelve years old who had recently entered our school. Since she would confess nothing we tried this last suggestion. At the end of the ten-minute period she had written on her paper, "Five dollars from Miss A; two dollars from Miss B.; a paper punch from the art teacher; and a pair of kid gloves from our room."

Thieving on the part of people beyond school age can be detected in many cases through the cooperative administration of a consistent technique. Last October the board of education gave our science department a microscope costing about sixty-five dollars. It was stolen two or three weeks later. The principal told all the teachers, but instructed them not to say anything about it. The following April one of the 2-B teachers was discussing "ants" in her class when one of the pupils said his father had a "thing" which made ants look much larger. Upon investigation it was found that the father had traded a radio to two boys about nineteen or twenty years of age for the microscope. It was our instrument. The boys confessed the next day.

Punishment for thievery, like punishment for any misdemeanor, should be certain, fair, sympathetic, constructive and adapted to the individual case. In a general way one should always begin with the highest form of appeal and gradually descend the scale as the situation demands. That is, he should begin with discussion, reason and appeal to honor, integrity, pride. If this does not solve the difficulty the teacher should try lower forms of appeal in the following order: Detention after school, deprivation of rights, isolation and corporal punishment.

Thievery is a real school problem; it should be handled in a systematic, thoughtful, energetic manner. Administrators and teachers must protect the owner of property against intrinsic loss and at the same time control the activities and environment of the school in such a way that the total educational experience of the child will be conducive to the constructive unfoldment of personality, character and social ideals.

A Prescription

By Nixon Waterman

Feel all out of kilter, do you?
Nothing goes to suit you quite?
Skies seem sort of dark and cloudy,
Though the day is fair and bright?
Eyes affected, fail to notice
Beauty spread on every hand?
Hearing so impaired you're missing
Songs of promise, sweet and grand?

No! your case is not uncommon—
'Tis a popular distress;
Though 'tis not at all contagious,
Thousands have it, more or less.
But it yields to simple treatment,
And is easy, quite, to cure;
If you follow my directions,
Convalescence, quick, is sure.

Take a bit of cheerful thinking,
Add a portion of content,
And with both let glad endeavor
Mixed with earnestness be blent.
These, with care and skill compounded,
Will produce a magic oil
That is bound to cure, if taken
With a lot of honest toil.

If your heart is dull and heavy;
If your hope is pale with doubt;
Try this wondrous Oil of Promise,
For 'twill drive the devil out.
Who will mix it? Not the druggist
From his bottles on his shelf;
The ingredients required
You must find within yourself.

Pedagogical Hornbills Must Go

By FANNY B. HAYES

Teacher and Girls' Adviser
Technical High School
Omaha, Nebraska

I HAVE read of a stupid African bird, called the hornbill, which, in nesting season, walls up his mate with mud or clay in her nest in a hollow tree. Through a small opening in the enclosure only her beak protrudes, through which he feeds her what he thinks she needs. When she has given her offspring a good start in life, the mud wall is torn down, and she is free to do as she pleases.

Certain students of social welfare point with pride to Mr. Hornbill's regime of domestic felicity. "An adequate understanding of domestic unity and the division of labor which means success," "the repression of that 'liberty' which destroys the rights of the family," "a masterful male to act as a solid reminder of her duty to her race,"[1] and lo! domestic happiness is secure. Domestic hornbillism! Let us leave it to its kindest fate. And we to our theme.

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There are, and always have been, educational hornbills—inconsiderate, despotic men and women, who, ignoring the precepts of fraternalism and the ideal of co-operative development, seek, by virile or by weak methods, the realization of group or individual ambitions on the basis of human selfishness. Of course, in the interest of present-day educational planning, the pedagogical hornbill must go. You and I, as educators, may have a part in his extermination not by feebly rattling our swords at his temerity, but by courageously supplanting his methods with worthier ones.

For years we have sensed the presence of hornbills in our profession. Twenty years ago, I recall reading an article by an anonymous writer, entitled "Lament of the Underdog,"[2] in which the writer, a self-styled under-dog, complained of the avidity of her superior officer for statistics which she, the underdog, must secure—statistics covering errors in English, favorite detective stories, choice of vocations (fifteen per boy and 150 boys), number of recitations in rhetoric, in literature, and an alphabetized list of 9,879 misspelled words. Not only was he greedy for statistics, but once in possession of them, he appropriated them as his own, just as you or I might grab up a kitten, put a bell on its neck and call it ours.

Of course, *he* was head-line speaker at the next convention, where standing before a captivated audience he said: "Here are some statistics which I have gathered at a tremendous cost of effort."

"Please, do not misunderstand me," continued the writer in words to this effect. "He is not unpleasant about all this. He often tells me what a nice dog I am. I smile a poor, little dead smile, for it is a great deal like mentioning Thanksgiving Day to a turkey. I stagger home with a face looking like the map of a river system, thinking of my golden life, the only one I shall ever have so far as I know, slipping away in statistics and red ink."

Call this writer a wag, a cynic, a misanthrope, a coward, if you will. I call her the unfortunate running mate of an educational hornbill.

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When, in 1917,[3] a committee of the American Federation of Labor told us that they were alarmed at the lack of democracy in our public school system, they sensed the presence of hornbills.

When, the next year, the teachers of St. Paul said that they, the mute recipients of so much wisdom from above, often found rising in their American trained hearts a desire to advise their advisers, they were sensing the presence of hornbills.

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When, a year later, Sadie Hill told the Department of Superintendence, assembled in Chicago, that the grade teachers didn't like "always to be run,"[4] she was revealing a nascent revolt against the autocracy of hornbills in education.

Dr. Jesse Newlon of Columbia University no doubt sensed the same danger when, in 1923, he said that the whole experiment of American education depended, to a great extent, on the relationship of the classroom teacher to her superior officer.[5]

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Henry L. Smith, recently president of the National Education Association, is today attempting to forestall the attempt of the few educational leaders to steal the show. His aim is a leadership, insight and purpose that is universal in the entire membership. He says: "It is not

1. Harpers Magazine, January, 1928.

2. English Journal, March, 1914.

3. Proceedings of National Education Association, LVIII, p. 179.

4. Journal of Education, LXXXIX, p. 321.

5. Proceedings of National Education Association, LXI, pp. 548-49.

the few that can visualize the unerring goals that should draw us on. There must be a realization on the part of officers and on the part of the most immature and inexperienced members that imagination, initiative, consecration, leadership is essential in every nook and corner of the organization and that it is possible there." [6]

It is gratifying to observe that, while the last two decades of educational history have revealed the presence of self-seeking pedagogues, the same period of history is replete with efforts to eradicate them.

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Chief among the forces that have promoted a democratic, cooperative spirit in our public school system, is the Organization of Class Room Teachers with headquarters in the National Education Association Building at Washington, D.C. This organization stands for professional growth and freedom for thousands of teachers in this country. *To* it, they bring their problems; *through* it, they exchange ideas with fellow workers; and *from* it they obtain information and inspiration from pamphlets, vital research studies, year books and radio broadcasts. To review all the accomplishments of this organization challenges credulity. On your desk you may have a book called "Character Education," now in use in many study groups and institutions. This is the work of the Department of Class Room Teachers. Beside this volume may be one called "The Teacher and the Public," a study considered invaluable in interpreting the school to the public. It, too, is the work of the Department of Class Room Teachers. Today typists in Washington are pounding out a third volume on the health of the American school teacher.

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Wherever one goes, he finds classroom teachers organized, united, conferring with members of other professions, working with lay organizations and school boards in the interest not only of 30,000,000 American boys and girls but of the whole American community struggling under the problems of the new social order.

Thomas Gentle was correct when he said, "I know the classroom teachers have discerned the watchword of a reborn democracy: 'All for each, each for all, and to each to the measure of his need.'"

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The writer is, at this point, indebted to Eugenie J. Brown, a classroom teacher from Cleveland, who has recently made a study of the evidence of a growing democratic spirit in the public schools of America. She calls attention to a superintendent on the west coast who recently resigned as State Educational Director of the National Education Association in favor of a classroom teacher because she could contribute more, not to *his* cause but to the cause of education. A southern superintendent, last winter, recognizing the meritorious work of a classroom teacher as president of a local organization, managed a campaign which resulted in her election to the presidency of the state organization. The school board in that same community willingly dismissed sixty teachers from regular work to attend a regional meeting on special educational problems. The keynote of the Progressive Education Congress which met in February, 1934, was encourage the initiative of the classroom teacher. A superintendent in a recent meeting of superintendents said: "I like teachers not only to *do* things but to *know* that they can do them. And above all, I like educators to give credit where it is due and not to be afraid to appreciate one another's good work." [7]

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A certain critic recently observed that Dr. Lloyd Douglas, in the last novel of his literary trilogy reveals a more praiseworthy philosophy of life than is set forth in his former novels. In the first two novels he taught his readers "to be socially useful and altruistic in order that they might get what they want." In his last novel, "Green Light," he urges them to "forget what they want in order that they may be socially useful."

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Can such a philosophy be ours? Is it possible for 1,000,000 American school teachers to be carried beyond the conception of purely individual success to a more socialized concept of our profession? Such a transition is coming, but it is not coming overnight. Already we have voiced this philosophy in our new national code of ethics, which emphatically denounces "the use of educational work for partisan politics, personal gain, or selfish propaganda of any kind." [8] The cause of democratic-educational planning, like all great causes, will demand a long term faith. A *few* men started Cologne Cathedral, but it took twenty generations to complete it.

6. Journal of National Education Association, March, 1935, p. 69.

7. Journal National Education Association, January, 1935.

8. Journal National Education Association, March, 1935.

Benefactors

There is no duty we so much underrate as the duty of being happy. By being happy we sow anonymous benefits upon the world. A happy man or woman is a better thing to find than a five-pound note. Their entrance into a room is as though another candle had been lighted!

—Robert Louis Stevenson.

Oath-Taking Is a *Privilege!*

By A. L. COOK

Superintendent
Rochester, Michigan

The author regards condemnation of teachers' oath laws as "unquestionably the poorest kind of publicity."

RECENTLY it was the privilege of the writer to attend a general meeting of a State Education Association, in which the two speakers expressed their views concerning the "position of the teacher."

Recent laws requiring teachers to subscribe to an oath of office in which they promise to support the constitutions of nation and state came in for a full share of condemnation. Unquestionably this is the poorest kind of publicity for schools and for the profession. There are plenty of really important issues for teachers' organizations to try to settle, problems the solutions for which will be found only through the active understanding which grows out of a mutual sympathy between the public and the teacher. They will not be solved by a public opinion which feels that the teacher is "red" nor by the teacher's railing at fancied injustice. We need teachers who *will demand leaders* more interested in the welfare of education, and less concerned about "teachers' rights."

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The following quotation from the late Augustus O. Thomas appeals to me greatly:—

"My heart swells within me whenever I visit Washington, and stand on the marble steps and look out over our capital city, out over those great stone buildings that house the Department of State; out over the Potomac, and see the white columns of Arlington. As I view that magnificent scene, my heart swells within me and thrills with pride, and I think of the power and the magnificence and the glory of my country.

"When teachers take an oath to support the constitution they are honored as a privileged class rather than restricted in a matter of personal liberty."

"As I go about I see the Supreme Court dispensing righteousness. I see Congress working upon great problems. I go down to the White House and I see the President bending over his mighty task, and I think it is a great country.

"During war days I have gone out to Fort Myer, and watched the young men, the stalwart young men of our country, the rich young blood, the hope of life, marshaled there upon the field, being trained for officers for the war. I said: 'They are a great group of young men, and we have a great army.' I went down to the seaside and watched the great battleships as they were there in the harbor, and I said: 'We have great battleships and a great navy.'

"Then I came home, and not many months ago on one of my visits to a country place as I came along the way I came upon a little schoolhouse. It was one of those little, single-teacher schools that stand by the roadside in many of our states. It was standing there in the trees and looking out a little distance over a beautiful, shining lake, and the scene was attractive.

"I stopped, as I always do when I pass those little institutions, and said: 'I want to go in and see the teacher and see the children at their work and offer a word of encouragement.' Just as I came to the schoolhouse the door opened and there stood the teacher in the doorway. Her face was lined; her hair was gray. She had given her life for the cause she loved. As she stood there, there came a little lad and she buttoned his coat about him in order to protect him from the cold, and gave him a loving look. Another boy, stalwart and strong, and she said: 'I will see you tomorrow, John.' Then she took a little girl in her arms and tucked her cloak about her so that she would be properly prepared for going out into the weather. As the children passed they smiled upon her, and she smiled back at them.

"I said: 'After all, it is a magnificent country, a splendid capital, a magnificent scene at Washington, a strong government. And yet, the strength of our country rests not in our courts, not in our Congress, nor yet in our President, powerful as these sometimes are; nor in our armies or our navies. But the strength of a free government lies in the hands of the teachers who train the young and rising army for the duties and responsibilities in citizenship and in their relation to their neighbors throughout the world. . . .'"

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School and government are inseparably linked. Not everyone has the privilege of swearing to support the constitution and the government which it provides. When teachers take an oath to support the constitution they are honored as a privileged class rather than restricted in a matter of personal liberty.

The Round Table

Rewriting the Oath

In my judgment we educators have made a mistake in opposing the teachers' oath. When this agitation first started I think that we should have welcomed the idea and carried it out voluntarily. Then we could have written the oath to which we subscribed.

Into our oath should go a statement to the effect that we especially have in mind at this time the necessity of rededicating ourselves to preserve the constitutional guarantees of freedom of speech and the press.

Into our oath might well go a pledge to seek to realize in modern life the great purposes for which the constitution was drawn up, which purposes are given in the preamble. "We, the people of the United States, in order to form a more perfect union (not so much geographical union now, as a harmony between capital and labor, between farmer and industrialist, between different races and creeds), establish justice (social justice for all), insure domestic tranquillity (the peace with righteousness that Theodore Roosevelt used to preach), provide for the common defence (defence against the aggressor within or without), promote the general welfare (everybody's welfare, physical, industrial, social, educational), and secure the blessings of liberty (economic as well as political) to ourselves and our posterity, do ordain and establish this constitution for the United States of America."

Into our oath might well go a reassertion of our allegiance to the principles laid down in the Declaration of Independence, the great document which preceded the Constitution and out of which the Constitution grew. We all know that second paragraph. "We hold these truths to be self-evident—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundations on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness."

Educators in those states which have not yet enacted a law requiring teachers to take an oath, might well formulate one according to the plan suggested above, and then take it voluntarily before the proper authorities. Those who have already been forced by law to swear allegiance to the constitution might well take another oath to supplement the first.

EVERETT V. PERKINS
Principal
Cony High School
Augusta, Maine

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Good Hand-Writing

Good hand writing is the result of good teaching. A dull child will write just as well and most likely better than a clever one. He has more patience.

From the start the copy set for the child should be large, and large hand copies should be persisted in every day at first and every other day, with small hand copies between later, until the child can write copperplate. Pupils should not be allowed to attempt a running hand before they are in their teens at least.

There is no other way to form a good running hand, and in after life it lends style and dignity to any calling. This is the English way perhaps, but why do English people generally write better than Americans?

NELLIE B. SMART
Doyle, California

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Would Stress Guidance

Having read the Journal with some degree of affinity for two years or more, and having failed to find in that time any considerable emphasis on guidance as a definite school function I take it upon myself to write you.

As stated very succinctly by Kilpatrick, "The best teaching *is* guidance." However, are there many teachers who understand the underlying principles of a guidance program or their part in the same? It becomes apparent from statistics that there are few understanding souls in this realm as less than 20 per cent. of schools have a definite program. Every classroom teacher, particularly in the Junior and Senior High Schools, should read guidance literature of which there is a plenteous supply.

The great opportunity to aid the student in unfolding for himself his latent or half-conscious aptitudes is certainly as important as drilling this same student in factualia. Guidance properly means *counseling* and not *leading*, and this is where the difficulty begins. Teachers too often *tell* students what their talents are. The student wants to find and to prove himself what his talents are, therein lies the burden of the guidance-conscious instructor. If teachers would read such men as Brewer of Harvard, Kilpatrick of Columbia, Leonard V. Koos of the University of Chicago, I feel sure that a source of true teaching inspiration would be unfolded.

Guidance is not a fad but a recently recognized, though long felt, need of education.

GORDON N. GEER
Social Science Department
Dalton (Mass.)
High School

Sweeping the Country
because it is recognized that they lay foundations for the NATURAL SCIENCES and SOCIAL SCIENCES—
SCIENCE AT HOME
THE WORK OF SCIENTISTS
THROUGH FOUR SEASONS
SURPRISES
READING TO LEARN
OUTDOOR VISITS
HUNTING
Patch-Howe NATURE and SCIENCE READERS
Yoakam-Bagley
-Knowlton READING to LEARN
MACMILLAN

School "Mike" as Socializer

By HELEN L. SPELMAN
F. A. Day Junior High School
Newtonville, Massachusetts

ARE there social values in school broadcasting? If you are a practical man—an educator who measures the fruits of his endeavors with objective tests and then, with dreadful finality, records the A-B-C's and 1-2-3's—please don't read any farther. There is nothing here of interest. You have already answered the query with a resounding "No!" and that's that. But if you are one of the curious, or a Doubting Thomas, won't you come with me to a meeting of the F. A. Day Radio Club?

It is the first one of the year. Twenty-five boys and girls are gathered before you. They are alert, their bright faces alight with anticipation, and their eyes sparkling as they listen to their leader, Mr. Read.

He speaks plainly and to the point. The work is not easy—there are programs to be planned, original manuscripts to be written, research to be done, rehearsals to be attended. Those who shun hard work are advised to seek another club. Every child comprehends the situation. Mr. Read has offered them all a chance to show what they can do and they understand that theirs is no easy task.

Now he reviews the accomplishments of some of the ex-club members who are in high school this year. Who is going to fill their places? There was Norman—talented and enthusiastic. He was the librarian. Every bit of script which was used last year he typed neatly and bound in a leather cover, which he designed and made in drawing class. It was Norman who constructed a wind and rain machine from a plan which he found in a magazine; who visited the studios to get ideas for sound effects, so that we were not lacking the hum of an automobile motor, the crash of thunder, the rhythmic grinding of a train over the rails, the lonesome far-away warning whistle of the engine, and the screech of brakes when the train drew into the station.

And then there was Walter. What would we have done without his quips? He could see the funny side of the most critical situation, and he never hesitated to let us in on the joke. With his vibrant little voice he could make the most ordinary piece of school news fairly bristle with life.

If we sought drama, we called on Nancy. Her historical skits, which combined the satiric wit of a Jack Benny with the dramatic touch of an Alexander Wollcott, would never have been recognized by the historians, but they drew appreciative chuckles from our radio audience.

Mr. Read then asks: "Can we live up to the high standards set by these boys and girls?" With this challenge the meeting comes to a close and the children file thoughtfully out of the room.

What will the ensuing weeks bring forth from this little group? No one knows. Of this, however, I am sure—the associations they have, the skills they perfect, and the knowledge they gain will be a more vital part of their lives than all the subject matter in the curriculum.

The latter is important, but there are larger values in education that cannot be measured by objective tests or any other mechanical device. They are commonly known as kindness, friendliness, consideration of others, unselfishness, modesty, dependability, and courtesy.

"What have these qualities to do with school broadcasting?" ask the curious and doubting ones.

"Won't you come up some time and see us at work?"

All in the Day's Work

By FRANCIS READ
A High School Principal

From Homes That Are Not

A forlorn little first-year girl was sent to my office on account of her attendance irregularities. In explaining why she is absent so much she became quite confidential. "My mother is dead," she said. "Our housekeeper has a little girl four years old. I have to take care of this child, and she bothers me awfully. When there is trouble I always get the blame. My father joins in with the girl's mother because he is in love with her."

It is often said that the function of the school is to supplement the home. Almost every day I ask myself this question—How is the school going to supplement the home in cases where helpful home life has been lacking? How can one build the superstructure when there is no suitable foundation?

Children neglected by parents who have separated, children supported here and there by some welfare organization, children from homes that are cursed with disease, filth, poverty, and drunkenness; children whose fathers are so obsessed with money making, and whose mothers are so enamored with social life that they have no time for their families—these make up a considerable proportion of the pupils in a modern high school.

And yet, every little while you hear men who are supposed to be informed and intelligent say that the schools ought to go back to the old-time curriculum and let the home teach manners, morals, music, domestic arts, and even hygiene.

I once heard President Beatley of Simmons say that the work of the schools should be *residual*. That is, the schools should teach what other agencies leave untaught. Many times it seems that nowadays the residual includes about every desirable thing.

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A School Scrap Book

I have just spent a pleasant hour with our last year's school scrap book. The pages of the book are full of newspaper clippings of our activities. Here is a complete record of our scholastic honors, our athletics, our dramatics, our social affairs, our clubs, our assemblies, and all other phases of our school life.

One of the junior girls is chosen each year to take care of the scrap book. She does the work in the library under the direction of the librarian. Our school has had a scrap book now for seven years. The volumes are kept in the office where they are available for teachers and students.

The idea of having a school scrap book was given me by the city editor of a daily paper. I have found in my experience that some of the most practical suggestions for desirable school innovations have come to me from those outside the teaching profession. It is fine to get all the latest ideas from leading educators, but the school administrator who doesn't have many contacts outside his own field is apt to become narrow and theoretical.

Pedagogical Pennings

By R. L. HUNT

No. 5—My Ideal Teacher

WRONG again. This is not a repetition of the number entitled "The Model Teacher," which appeared in the issue of October 21. There's a big difference. My Ideal Teacher is a matter of personal ideas. The Model Teacher is a product of frequency distributions. In fact a fellow's Ideal Teacher is worth a million Model Teachers. After all, our ideas are the determining factors in our lives. If sound, we are fortunate. If not, neither are we.

What determines an ideal teacher? It depends largely upon the teacher, and somewhat upon the individual. The facts that she knew her subject, insisted upon our learning facts, was strict or lenient, produced county or state champions, had little or nothing to do with our placing her on a pedestal. Where she went to school, the certificate she held, or many other formalities were never important.

But, let's get to positives. My Ideal Teacher (sorry but there was only one) taught in a rural school in Missouri just north of the Ozarks. She was different from all others because: (1) She taught us things not found in the textbooks; (2) she always had time to talk with us about all our childish problems and made us feel that they were real and important; (3) she was eternally giving us a sound philosophy of life; (4) she even forgot classes occasionally when joining us in our play; and (5) she made us feel that we just had to make good.

No, she wasn't a super-woman, She was just an ordinary, old-fashioned, darned human lady, with more sense than most of our combined brains will ever have. Who is your ideal teacher? Why so? Why not write her? Truly the teacher's opportunities and responsibilities are great. Oh, yes, I almost forgot, my Ideal Teacher was (and is) Myrtle Freeman Bowman, Warsaw, Mo.

WINSTON FLASHES

SEVENTEENTH anniversary of the Armistice is November 11 (Monday). A study of the 902 major wars fought since 500 B. C. reveals that the World War was eight times larger than the other 901 wars combined.

REPRESENTATIVES of Winston, located in every state of the United States, report a universal interest in remedial and corrective reading. Ideal textbooks for this purpose are THE WONDER WORLD, FACTS AND FANCIES, and WHYS AND WHEREFORES. Just published—a workbook: DIAGNOSTIC TESTS AND REMEDIAL EXERCISES IN READING (list $0.36) by Brueckner and Lewis, for Grades 3-4.

ALTHOUGH the Maharajah of Kapurthala has an annual income of $3,000,000, not all of the 662 princes of India have fabulous incomes. Some of them, ruling over territories in the Simla Hills, receive less than $10 a week.

IN our battle with insects, some animals are on the side of man. Frogs and toads feed chiefly on insects. A toad in the garden is said to be worth twenty dollars a year.—*From* USEFUL SCIENCE FOR HIGH SCHOOL (Weed, Rexford, and Carroll). Also in this new series, USEFUL SCIENCE, Books I and II, for Grades 7 and 8.

OBSERVE Children's Book Week, November 17-23, with these new books: VALIANT, Dog of the Timberline (list $2.00), by Jack O'Brien, author of SILVER CHIEF ($2.00); ALL SAIL SET, The Romance of the *Flying Cloud* ($2.00), by Armstrong Sperry; SIDSEL LONGSKIRT AND SOLVE SUNTRAP ($2.00), by Hans Aanrud; DAWN BOY OF THE PUEBLOS, by Lena Becker Scott ($2.00); ONE DAY WITH TUKTU, by Armstrong Sperry ($2.00); MY POETRY BOOK, by Huffard and Carlisle ($2.50); and the popular HO-MING ($2.00), by Elizabeth Foreman Lewis, author of YOUNG FU ($2.00), winner of the Newbery Medal.

FIRST in literacy among the seventy-five chief cities of the United States is Salt Lake City.

"IT is on my desk, guarded by my '45,'" wrote Professor Hughes Mearns, School of Education, New York University, of THE WINSTON SIMPLIFIED DICTIONARY—which recalls to us the suggestion once made that we should supply a padlock with every copy of "the modern authority."

MOST widely used word in the world today is "Amen" (verily, so be it). It is employed by nearly one billion Christians, Jews, and Mohammedans, or just half of the population of the earth. And the most widely used geographies in the U. S. today are written by J. Russell Smith, of Columbia, for Grades 3 to 8.

The JOHN C. WINSTON COMPANY
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The Teacher and the Times

A NEW DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

Show Unemployment the Door!

EXTREME and fantastic plans for curing our economic ills are so much in vogue that one hesitates to suggest anything further by way of remedy. Yet I am going to venture it.

Our most acute problem continues to be unemployment. Millions are still jobless and their return to work may be delayed for months.

The Government has been at great pains to create jobs which, in most cases, resulted in very little needful service. That was because they were outside of industry. Why not try putting people to work in the established channels of industrial and commercial life?

This could be done by granting a subsidy—temporary and tapering off—to employers who enter into a voluntary plan for adding workers to their payrolls.

The plan might be shaped up something like this:—

The Federal Government, in order to stimulate employment in private industry, would offer to pay a stated sum toward the wages of additional workers taken on under the subsidy plan. For simplicity, the subsidy might be $10 a week (for a six months' period) for each new unskilled worker; the number of such subsidized workers would, of course, be limited; possibly to one for small industries already employing less than sixteen people; and not more than one for every eight workers in larger industrial or trade units. One skilled worker, subsidized at $20 a week, could be added in place of two unskilled at the employer's option.

In some instances, no doubt, the $10 subsidy for unskilled workers would cover the entire cost to the employer of the added worker. It is essential that the plan should be easily recognized as advantageous to the employer, not as placing burdens on him.

The Federal authorities in charge of the subsidy plan would announce in advance of each six month period the amount of the subsidy unit for that period. General business conditions would be considered in scaling down the subsidy and eventually eliminating it altogether.

Along with the subsidy plan might go a required or optional decrease, not to exceed ten per cent. in working hours for employees of any firm accepting the plan. This decrease in hours must not entail any decrease of weekly pay.

Suppose 2,000,000 unskilled workers and 1,000,000 skilled workers were provided with jobs by this method. The cost to the government would be $40,000,000 a week, or $1,000,000,000 for six months.

Conditions in many families would be returned to something like normal. New confidence would be inspired by the more natural flow of business. Increased consumption and demand would be met by increased production—thus preventing any feverish upturn in prices.

What is best of all, the improvement would tend to become permanent. Jobs originally provided by subsidy would be retained because of improving business conditions.

Too long have unchecked influences been at work persuading employers that it was to their interest to cut down their working forces. Let's put a premium on the act of making places for more people. It would be worth a great deal to have a plan that would start employers thinking in this direction. Job making and job sharing have got to be borne in upon the social consciousness of the nation's business men. Here, then, is a way to start.

Those Wilson Ideals

THE World War was "a war to end wars." It was fought "to make the world safe for democracy." And its settlement was to include the principle of "self determination for small nations."

It is worth while to check the reality of today against those ideals which stirred Americans and many Europeans also during the period when President Wilson publicized them to the world and earnestly tried to put them into effect.

As a war to end wars—the great conflict was not an entire success—obviously. The mechanism which was erected to insure peace has lacked the lubrication which can come only with the willingness of nations to give and take. The League was invested with authority to readjust the terms of the Treaty of Versailles as necessity and justice might require. But it has been utilized to preserve the *status quo*. And those nations which desired to do things the League would not permit, have gone and done them. If the League objects too loudly—they resign.

Still—the League remains a means for the resolving of minor quarrels; a forum for crystallizing world opinion; and perhaps has more power of peaceful accomplishment than it has yet demonstrated.

Surely the world has not been made entirely safe for democracy. Of the various new governments which arose after the World War, only Czechoslovakia is a democracy. Dictatorships—which frankly repudiate democratic principles and claim many points of superiority for themselves—have become the order of the hour in Europe. Class rule, or rule which tramples upon freedom of speech and of the press, and even freedom of thought, has risen on the social and economic ruins of Germany, Italy, Russia, and a dozen smaller countries. France is wavering and may go the way of neighboring governments. Great Britain and the United States continue to believe in democracy, and to uphold it within their own borders. It is significant that Great Britain, in establishing a new constitution for India, has built it upon democratic lines. Evidently the British regard some of the more recent set-ups as temporary aberrations. Democracy may not be as safe as Wilson hoped it would be. But there are some men and nations that still have faith in it.

From the principle of self-determination emerged several new nations in Central Europe. Important territories outside Europe, which were wrested from Germany, were put under mandates instead of being given bodily to the victors—though what the ultimate difference will be has yet to be shown. As for Manchuria and Ethiopia destinies outside themselves and their own preferences appear to shape their ends.

The high aims which were enunciated in 1918 have not been attained yet. Will they never be? Or is the process merely delayed?

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Two Decisions of Labor

MAJOR policies adopted from year to year by the American Federation of Labor are highly significant to all Americans—since the A. F. of L., more truly than any other organization, speaks for the American workingman.

Meeting at Atlantic City in beautiful mid-October, the A. F. of L. wrestled with many conflicting issues—and again proved its disposition more conservative than that of organized labor in most other countries.

Should labor set up a political party of its own? This perennial question was again answered in the negative. The majority of leaders seem to believe that more can be accomplished for the workers through lending their support to that one of the existing parties—Democratic or Republican—which proves more friendly, than by running a separate political outfit which could not hope to win a national election for some years to come. A new third party draws more heavily from the party which is naturally friendly to it than from the other, and so generally elects the less friendly party to power.

Should labor be organized by crafts, as heretofore, or by industries? This was the most important matter of internal union policy to engage the conventioners at this session. President John L. Lewis of the United Mine Workers did his utmost to persuade the delegates that the old plan is outgrown and that a failure to adopt the plan of vertical organization—up through an industry instead of across industries horizontally—would spell the Federation's doom. The convention voted to proceed no further in the direction of vertical unions than it had previously gone, in adopting a partly vertical plan for the great steel and automobile industries.

The A. F. of L. thus again goes on record against radical departures from long established policies which have yielded substantial gains for organized workers during recent decades.

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The Case for Italy

CONDEMNED for its attack on Ethiopia by the judgment of fifty nations, Italy nevertheless has persuaded herself that her actions are justifiable.

The Italian line of reasoning runs like this:—

1. That Italy is crowded with a population which increases by nearly half-a-million yearly;
2. That her expansion into Africa is in accordance with her own policy of long standing, and in no way different from that of other European nations, which, now that they have what they want, are trying to block Italy's imperial ambitions;
3. That Ethiopia is below the standard of a civilized nation; is a feudal state holding conquered tribes in subjection; that it maintains slavery on a large scale; that it never should have been admitted to the League of Nations on an even footing with civilized states; and that it has not made the internal reforms which the League demanded as a condition of its permanent membership;
4. That Ethiopia has exhibited an undeserved hostility to Italian efforts to aid in developing its economic resources;
5. That Great Britain, chief opponent of Italian procedures in Ethiopia, is inconsistent in wanting to keep the territories she has aquired in the past and at the same time to prevent Italy from expanding in like manner.

Anson W. Belding

The Alcove for New Books

Pre-College Algebra

NEW SECOND COURSE IN ALGEBRA. By William J. Milne, Ph. D., and Walter F. Downey, Headmaster, English High School, Boston. New York, Cincinnati, Chicago, Atlanta, Boston: American Book Company.

Many improvements are embodied in this revision of a text which has already enjoyed wide acceptance. The text as it stands today represents the result ot much classroom experience and wide study of modern trends in the teaching of algebra in the latter part of the secondary school.

The book shows a marked emphasis upon accuracy and self-reliance. Checking of results is insisted upon. An unusual if not unique feature is the offering of three tests after each chapter—the first two for progress and achievement, the third a special challenge to the honor students.

Computation with the aid of formulas from plane and solid geometry and from science is provided in rare abundance.

Problems have been neatly classified as to type and method of attack.

Graphs and functionality have become an integral part of this text instead of appearing to be an afterthought.

The treatment of logarithms is put ahead of progressions and numerical trigonometry, to allow for practical application of the table to exercises and problems.

Despite the increased number of exercises and the amplified reviews, the volume is still one of modest proportions. The type is noticeably large and clear for a students' manual in this subject.

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The Colonial Period

THE THIRTEEN AMERICAN COLONIES. By Gertrude Van Duyn Southworth and John Van Duyn Southworth. New York, Chicago, Atlanta, Dallas, Syracuse: Iroquois Publishing Company.

The Colonial period lives again in the stirring pages of this fascinating volume for the pupil of junior high school age or thereabout.

Starting with a background treatment of life among the Indians before the white man's arrival — proceeding with an interesting account of the exploration era—the book takes up the story of each colony, its origin, development and characteristics; and finally presents a comprehensive and comparative picture of the thirteen governing entities which, with their diverse racial heritages and differing viewpoints, were to form a Union under one flag.

The book is well provided with teaching devices; particularly do the forewords of the chapters intrigue the pupil with questions well calculated to sharpen his attention to what follows.

The illustrations have artistic and dramatic quality. The large clear type offers an advantage too obvious to need more than mention.

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Toward Better English

ELEMENTARY ENGLISH IN ACTION. Grades III, IV, V, and VI. By R. W. Bardwell, Superintendent, Madison, Wisconsin; Ethel Mabie, Director of Curriculum, Madison, Wisconsin; J. C. Tressler. Grades VII and VIII by J. C. Tressler and Marguerite B. Shelmadine, vice-principal and supervisor of Jefferson Junior High School, Rochester, New York. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Through such books as these and with the better trained teachers of today, the English lesson ceases to be the bugbear that most children found it up to recent times.

"Action" is a significant word in the title of the series. There is something dynamic in the choice and treatment of the subject matter.

Proper recognition is given in this series to the fact that the average person talks more than a thousand times as much as he writes. Exercises in oral English are numerous.

The authors evidently realize the impossibility of inducing the pupil to overcome faulty lingual habits unless and until he is persuaded that this is a worthwhile and indeed important and challenging task. The art of selling this idea to the boy and the girl is skillfully practiced by the writers of these attractive, well organized textbooks.

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Winshipisms

"More poise and less noise—in educational reform is desirable."

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"A moody teacher should be remade or removed."

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"Education does not make it easier to live, but the reverse. But education makes it possible to get much more out of life. It makes life mean more to a man, and makes the man mean more to life."

The World in Flux

THE MODERN WORLD. A Pageant of Today. By H. C. Knapp-Fisher. New York: E. P. Dutton & Company, Inc.

The average American, glancing through this chatty and informative volume, will quickly perceive that it was not written from the American viewpoint. Foremost attention is given by the author to Great Britain and its possessions, its colonies and its dominions. That same average American will perhaps turn aside in provincial distress; but if he thinks a little further he may conclude that an examination of the world of today does not really depend for its accuracy upon an American viewpoint.

At any rate, here is a book that obviously undertakes an immense task which can be performed only in a fragmentary manner at best. Yet—the fragments are likewise samples. And the reader of this book will learn a great deal about the present state of affairs in many lands, and about the historic background which has influenced present affairs to take the shapes they have taken.

The writer has the gift of making his reader feel that the great enterprise of civilization is not some one else's business. Not as casual spectators are we shown this panorama of the globe, but as sharers inevitably in all that is depicted.

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Unfair Lady

THAT AWFUL ETHEL. By Mary Pressly. Evanston, Illinois: The Signal Press.

The physiological case against alcohol as a beverage is given lively and vigorous utterance in this pamphlet. The lad Billy and his uncle, Fred, a young collegian, hold forth in dialogue regarding the perils which lurk in ethyl more even than in methyl and the other types of alcohol; the reason being that ethyl is less rapid in its toxic effects and may be had without the word "Poison" branded on its bottle, cask, or serving glass.

The booklet is written in a fashion to entertain as well as instruct.

Its publication reminds us that temperance is back upon the doorstep of the schools. Prohibition removed it for a time and aroused false hopes. John Barleycorn is very much with us in a speed age which can ill afford to harbor him. Only through perpetual teaching of each new generation of boys and girls does it now seem possible to curb John Barleycorn, or "That Awful Ethel."

The News Digest OF EDUCATION

To Forget

Doctor Holds It Is Important in Education

LANGHORNE, Pa. — Dr. Ira S. Wile, of Mount Sinai Hospital, New York, said recently that "forgetting is as important a factor in education as memory." He made the statement in addressing the second institute on the exceptional child at the Woods School here. The session was sponsored by the Child Research Clinic. Dr. Wile characterized forgetting as a process of storing away. "Through forgetting," he said, "the child removes certain impressions to make way for others. These impressions may be retained and brought back to awareness when they are needed. Forgetting is thus an essential force in the educational growth of the child. Perhaps we should place less stress on memory and more upon impressions."

Home on Wheels

Three Boys Live On Campus in Trailer

MURFREESBORO, Tenn. — Three boys from Morrison, Tennessee, came to State Teachers College with a furnished house and an intention to live economically. They have been here well over a month now, and this is the record: House rent—nothing; food purchased—one cake. Yet Wayman Lowry, Corbley Argo, and J. W. Gardner, Jr., reported that they had been living in comfort in a structure that looks like a small boxcar. It's simple, they explained, if one knows how to cook, sweep, wash dishes, build fires, and make beds. Their household tools they brought with them. They towed the house behind an automobile. First they parked it on the college farm. Dr. P. A. Lyons, college president, suggested that they hitch it to the dormitory. They did, and they live there. They get all the food they need on week-end visits home.

Chicago Teachers Fear Payless Days Again as County Spends More

CHICAGO.—Economy in the Cook County local government has relaxed its vigilance, and the old "squander" days are coming back, according to John Rees, director of the Citizens' Committee on Public Expenditure.

Cook County commissioners are worrying about meeting the December payroll. The Board of Education has issued a discouraged note in which it foresees the possibility of payless days for teachers in the Christmas month. The city's expenditures for 1935 will be $6,730,654 more than in 1934.

There remains $350,000,000 of taxes unpaid for the years from 1928 to 1933 inclusive. Mr. Rees asserts that collections have slowed up unusually, that they are worse than in any other major centre in the country, and that the tax-collecting machinery is deteriorating.

"Ability to pay is not the sole factor," he declares. "There has been a constantly decreasing inclination to pay."

There is some agitation for a campaign to stimulate collections of delinquent taxes. The example of Detroit has been cited. There, in the last two years, successful campaigns were conducted using newspapers, billboards, and radio in an appeal to people to pay up.

Meantime the teachers, disturbed by the prospect of no Christmas money, are contending that the Board of Education has sufficient credit for the sale of tax warrants to cover the December pay, and they offer figures to prove it.

Origin of Modern Alphabet Is Found in Pictures of Objects

WASHINGTON. — Solution of a centuries-old mystery—discovery of the origin of the English alphabet—has been announced by Dr. George Lamsa, internationally known ethnologist, associated in research with Smithsonian Institution scientists.

The discovery involved search of ancient Greek manuscripts, the revelation that the Greeks themselves had no idea where the alphabet came from, and finally the ultimate discovery of the first alphabet as used among the nebulous civilizations of the ancient Near East.

Aramaic, a language which spread through the Euphrates valley about 900 B. C., and a later form of which was spoken by Jesus, provided the key. The ancients of the Near East, Dr. Lamsa found, developed the alphabet almost as it is known today, from observing the commonplace objects at every hand.

Almost every letter of the modern alphabet once was a picture with a definite meaning of its own—from "A," which meant God, to "Y," which meant the human hand. Dr. Lamsa said it was significant that the first three letters, A, B, and C, meant respectively God, house, and camel, or the deity, home, and transportation.

With a little imagination nearly all the letters in the present-day alphabet may be identified as the pictures, modified through the centuries, of the objects they originally represented.

Dr. Lamsa said the first alphabet contained only consonants. "Vowel symbols were invented many centuries later for purposes of easier reading," he explained. "The Greeks overcame the difficulty by inventing additional letters to make their speech easier. English took over these extra letters, while the Armenians and Russians added still others to express their ideas more clearly in writing. The fount and origin of all alphabets, however, is Semitic and more specifically Aramaic."

Beyond Campus

Some College Papers Now Carry World News

CHICAGO.—World news is pushing campus affairs off the front pages of college newspapers, their editors said recently. Student editors from all parts of the nation reported the trend to Fred L. Kildow, director of the Associated Collegiate Press, at the opening of its recent annual meeting. "The college newspaper is looking past the campus," said Kildow, a professor in the journalism department of the University of Minnesota. He reported an increasing number of university and college dailies receiving world news from the big press associations each year. "Students are becoming more and more interested in the world outside, in questions of government, politics, war, and labor," he said. Kildow said the "post-depression slump of college publications is over." He reported many papers once abandoned have resumed publication, and those that struggled through the depression now are thriving.

Survey Would Determine Whether Fractions Are Worth Teaching

BOSTON.—School children may no longer be troubled about problems in fractions involving 15ths, 19ths, and other equally ominous-looking numbers if a present experiment among children in thirty New England towns and cities, under the direction of Dr. Guy M. Wilson, professor of education at Boston University School of Education, proves successful.

"The schools teach much arithmetic; the average adult out of school uses little arithmetic," explained Dr. Wilson. "The schools teach complicated and difficult arithmetic; the arithmetic of life outside school is simple. So it follows that the schools are teaching more arithmetic than is needed, for in subjects such as arithmetic and spelling there are no distinctive values aside from later usages. It would seem reasonable to teach children only so much of arithmetic as is needed in figuring done by adults."

Fractions, which were once the nightmare of every small child's existence and which are seldom needed in adult usage, may soon be a thing of the past if the present survey shows that they are as useless as educators are beginning to believe they are.

Five thousand children are acting as the subjects of the experiment in which half of them will study fractions in the traditional manner, while the other half will devote their time to halves, fourths, thirds, eighths, and twelfths, and sixteenths.

Help Build

Students Take Part In Planning Houses

BENNINGTON, Vt. — Architecture students at Bennington College are having a chance to show their ability in connection with three faculty houses to be built on the campus. The construction of the buildings was approved by the board of trustees recently. Students participated in making the plans for the three houses. The buildings will complete a group of four, of which one is already in use. Students will have an opportunity to see their work carried out, step by step.

No Pajamas

Classroom Closed To Informal Attire

LOS ANGELES, Calif. — The first "test case" concerning propriety of lounging pajamas on a college campus was opened and closed in a few minutes at the University of California, Los Angeles division, recently. Loan von Dencs, Viennese-born student, appeared at a classroom door wearing pajamas. A university officer stopped her and told her there was a rule against this form of feminine attire. Girl students knew about the rule but had never seen it tested. Miss Von Dencs had volunteered and lost the test case.

Scholarships Down

Smith Reports Fewer Being Sought by Students

NORTHAMPTON, Mass. — President Neilson recently told 360 Smith College alumnae that the demand for scholarships was abating. He said in part: "The high point of applications for scholarships in any one year was 766. This year it was 740. The highest number granted (two years ago), was 514. This year it was 421. The amount of money given for scholarships at the high point (again in 1933), was $241,000 of which $190,000 came straight from endowments and gifts. Last year, instead of $241,000, we spent $214,000. This year we shall be down about $15,000 below that. This is still, however, nearly double what we spent in 1928, and so long as that drain upon our general income continues the possibilities of even normal promotions to members of the faculty are very much restricted."

Adult Primers

CHICAGO.—A series of primers for adults on vexing present-day questions is the latest publishing venture of the University of Chicago Press. Dubbed "American Primers," and designed for use by discussion groups and adult schools, as well as by individuals, the nine pamphlets are devoted to impartial discussions of nine separate crucial American problems. "Youth in the Depression," "Money," "Jobs or the Dole?", "Crime," "Strikes," "Government and Business," are some of the titles. The project was initiated by the United States Office of Education and the American Council of Education under a grant from the General Education Board.

Important Studies

Faculty Polled On College Preparation

NEW YORK. — What high school studies form the most effective preparation for college work? A recent poll of 132 members of the Hunter College faculty on this question showed the majority of the doctors agreeing on the basic importance of nine subjects: English (by unanimous vote), French and German (tied for second place), ancient history, English literature, American history, modern history and elementary algebra (tied), and physics. Although Latin failed of majority approval as a pre-requisite, it had strong minority support, with 46 per cent of the faculty still favoring its study for three or four years, and only 14 per cent believing that it should be definitely discouraged, while 40 per cent were noncommittal.

Peace Plea

Youth Groups Call For Nov. 11 Demonstration

WASHINGTON. — A call to students in high schools and colleges throughout the country to unite in a demonstration for peace at 11 A. M. on Armistice Day has been sounded by eight national youth organizations. Reminiscent of the anti-war strike, which caused many thousands of students to lay aside textbooks last April 12, was the proclamation summoning undergraduates and faculty members to the new "mobilization against war." The organizations issuing the proclamation represent varying shades of political and social belief. These are the National Student Councils of the Y. M. C. A. and the Y. W. C. A., the National Student Federation of America, the Student League for Industrial Democracy, the American Youth Congress, the National Student League, the committee on militarism in education and the student divisions of the American League Against War and Fascism.

"Bill Quon, Inc."

Chinese Student Now On Paying Basis; Has Job

MILWAUKEE, Wis.—"Bill Quon, Inc." is on a "paying" basis. Bill Quon, of Milwaukee, is a Chinese student who "sold" himself to eight men in California, Wisconsin, and Washington, D. C., after he was no longer able to finance his education in engineering. These "directors" are about to see their "investment" enter the employ of a local company while a job with a trading company in China is promised later. Bill's campaign for an education led him to the Milwaukee School of Engineering in 1931, with Dr. Raymond D. Speare, of San Diego, his first "stockholder." In February of this year Bill, desperately needing finances to complete his education, wrote a frank appeal to the Chinese ambassador at Washington, Dr. Sao-Ke Alfred Sze, for help. Dr. Sze, a stranger, responded with an offer to contribute to a fund if Bill could get other friends to join. As a result three of Bill's friends formed the unofficial "corporation" and Dr. Sze and four others were offered "shares" in the future of the young Chinese engineer.

Spot Propaganda

Plans Drawn Up for Schools to Combat It

NEW YORK.—Plans for an educational campaign to acquaint high school and college students with a knowledge of how to recognize propaganda and combat its effects have been detailed by Professor Clyde R. Miller, of Teachers College, Columbia University, and a member of the board of executives of the Progressive Education Association. Professor Miller said that if the United States is to remain neutral in the event of another European war, citizens must not allow themselves to be influenced by propaganda. Teachers' organizations throughout the country will be asked, through the Progressive Education Association, to request that courses in the study of propaganda be given in all secondary schools and colleges, Professor Miller said.

Social Clinics

MADISON, Wis. — The Women's Crusade of Madison, under the leadership of its president, Mrs. Harrison Garner, recently conducted a novel experiment in community education just prior to the community chest drive. With Garry C. Myers, head of the department of parent education, Cleveland College, Western Reserve University, as director of the clinics and consultant, neighborhood clinics were conducted to analyze with the interested citizens of each neighborhood the community needs of that local section of the city. It was shown how the fifteen agencies of Madison distributed their services throughout the city. Approximately 2,000 parents attended these clinics and the community needs of Madison were freely discussed.

Aiding Crime?

ALBANY, N. Y. — A broadening and diversification of the field of public education to meet changing trends and the varying requirements of present-day pupils and abandonment of rigid standards became the keynote of addresses by leading educators at the seventy-first convocation of the University of the State of New York. Dr. Max McConn, dean of Lehigh University, charged that "we did not foresee when we made up our beautiful standards and proceeded to enforce them so firmly that we were about to contribute to a wave of juvenile crime. But even worse, because much more widespread, is the less lurid effect on the vast masses of children who are not driven to crime but only to partial frustration, discouragement, futility, boredom and various kinds of 'escape' into day dreams, into frivolous and unsatisfying distractions outside of school hours." Standards made for public high school population of 500,000 boys and girls in 1900, are injurious when imposed on a population which has increased to 5,000,000 now, he said.

Credit for Play

Proficiency in Sports Needed to Graduate

GAMBIER, O. — Kenyon College students will be playing ping-pong and pitching horseshoes for college credit under the new physical education program of Rudolph J. Kutler, athletic director. To get credit required for graduation, the student must demonstrate proficiency in five of a group of "immediate needs," football, basketball, baseball, track, cross-country, wrestling, boxing, speedball, and touch football, and in six of a group of "carry-over activities," tennis, golf, bait-casting, archery, badminton, horse shoes, swimming, polo, ping-pong, bowling, handball, riding, volley ball, indoor ball, rifle shooting, billiards, and hiking.

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Among the Schools

Limit Failures

Would Drop Pupils Not Up in Studies

REGINA, Sask.—Exclusion of high school students from attendance after two years' failures is one of the things asked by the president of the Saskatchewan School Trustees Association of the minister of education and members of the government. The imposition of a special provincial tax definitely earmarked for educational purposes is also being urged.

P. W. A. Spurned

Condemned Canton High School Remains

CANTON, Mass.—Rejecting the lure of federal aid amounting to $95,850, citizens gathered recently for the shortest town meeting on record decided against appropriating approximately $150,000 toward the contruction of a new high school. Edward H. R. Revere, chairman of the warrant committee, urged dismissal of the new high school plan and this was done after he explained that an addition might be made to the old high school after the matter was considered again at the next town meeting in March. That the state has condemned the old building as unsanitary and inefficient was admitted at the meeting.

Smaller Classes

Teachers Ask Not More than 35 Pupils

NEW YORK.—The Teachers' Union appealed to Mayor La Guardia recently to provide funds for a reduction in the size of classes to a maximum of thirty-five pupils. "For the past three years," the union said, "the school system has been run on a retrenchment budget, which has necessitated thousands of classes of forty, forty-five, and over. Educational research has disclosed the need for individual attention in the classroom. The gap between educational theory and classroom practice has resulted in a situation where maladjustment, retardation, and delinquency are on the increase, though the remedies and the methods of treatment are available."

Traffic Patrols

Chicago Man Spikes Adverse Criticism

CHICAGO.—J. J. Cavanagh, general manager of the Chicago Motor Club, credited schoolboy traffic patrols with reducing the motor accident rate among school children far below that of any other age group. The Safety Patrols' work supplies the "one bright spot . . . in the otherwise gloomy picture," of growing highway tragedies, Mr. Cavanagh said in a statement answering "some criticism" of the patrol system. "The credit for this remarkable achievement," he declared, "is owing directly to the teachers who have so diligently instructed the children in ways to avoid automobile accidents and to the protection afforded by the School Safety Patrols."

Book Ban

Kansas City Acts On Mother's Complaint

KANSAS CITY, Mo.—A mother who said Pearl Buck's "The Good Earth" was a type of book which in her childhood days "you went behind the barn to read" brought about a sweeping investigation of high school reading lists in Kansas City. "Orders have gone out for teachers to give closer attention to both optional and required readings," said School Superintendent George Melcher. Earlier, the Board of Education had directed that a committee of English teachers study the optional reading list and eliminate all they consider "not appropriate." Superintendent Melcher said "no general policy" regarding Mrs. Buck's book had been adopted, but added: "It was on the optional list at Northeast Junior College. Because Mrs. E. B. McCann objected to it as unfit for her fifteen-year-old son, we have eliminated it from the list there." Mrs. McCann expressed the belief that "book reviewers, the so called intelligentsia and the great American reading public are so ignorant they don't know trash when they see it."

Plan Addition

Steps Being Taken To Expand High School

SCHUYLKILL HAVEN, Pa.—At the Schuylkill Haven School Board meeting recently, a great deal of time was taken up in the discussion of plans for the proposed addition to the high school building. Plans were adopted to bring to the attention of the public in an understandable way, the details of the necessity for the new addition and the fact that through the assistance of the PWA this project will cost the school district a little more than half of what it would otherwise cost. The question of increasing the indebtedness of the district to an amount not to exceed $45,000 will be voted on at the coming election.

More in School

Detroit Attendance Jumps Nearly 11 Per Cent

DETROIT, Mich. — The city of Detroit has 6,642 more children between the ages of five and nineteen years, inclusive, than it had a year ago. This fact was released recently by the census bureau of the Board of Education. The total school census as of June 1, 1934, was 406,160, and as of June 1, 1935, 412,802. The total number of children of school age in the city's institutions shows an increase of 10.95 per cent. The west side of the city shows the greatest increase in children of school age, with a percentage of 2.45 per cent, while the east side shows an increase of .74 per cent.

Boy Map Maker

SOUTHBRIDGE, Mass.—A school boy's hobby of map making proved to be an important asset to this city recently. Lester West, of Worcester, district supervisor of the local control survey project of the state department of public works, discovered that the city known as "the eye of the Commonwealth" has no official map. The engineering department referred him to the Cole Trade School, where C. H. Brown, of the student body, unrolled for Mr. West an accurate scale map of streets, hills, and other features.

Teachers Study

Extension Courses Carry Degree Credits

FAIRFIELD, Conn. — Extension courses for the teachers of the Fairfield school system are being offered this year. There are three courses, one for English in the lower grades, one for English in the upper grades, and a course in supervision. The courses are taught by lecturers from Teachers' College, Columbia University, and two credits toward a degree will be allowed for the completion of the work. School Superintendent Ashley M. McCullough, who has arranged the courses, states that the English work will be used as the basis for English study in the local schools and that further work next year will supplement that done this year. Many of the teachers in the system have signed up for the work which will continue until some time in January.

Among the Schools

Science in Grade I

TULSA, Okla. — Even first grade children here study science. Instead of using textbooks, however, they learn directly from living specimens in a museum of their own. Every elementary school in Tulsa has a science museum comprising all sorts of collections brought in by parents, teachers, and children. Insects, birds' nests and eggs, rock gardens, aquariums and terrariums, fungi and cacti, snakes, lizards, and frogs, mounted animals, rocks and minerals are some of the commoner specimens.

Nazis First

BERLIN.—Bernhard Rust, Minister of Education, has announced that those candidates for admittance to normal schools will receive first consideration who have been members of the Nazi party or one of its subordinate organizations. In his declaration he says further that in the future the teaching staffs of the public schools will be recruited chiefly among students who have been members of the Hitler Youth.

Pretty Teachers

How To Keep Them Is Delaware's Problem

WILMINGTON, Del. — Dr. H. V. Holloway, State Superintendent of Public Instruction, is having labor trouble in his domestic science department, according to reports, which say that when the State appoints pretty teachers of the household arts it is leaning on a series of broken reeds. No sooner do they get settled down in their jobs than they leave to get married. Something has to be done about it, for the yearly turnover of domestic science teachers averages three.

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Personal Mention

Dr. Charles W. Henry

MARYVILLE, Tenn.—Dr. Charles W. Henry, prominent East Tennessee educator, died suddenly at his home recently. Dr. Henry founded Maryville Polytechnic Institute here many years ago. Later he became president of King College in Bristol and also served in an executive capacity with Sullins College in Bristol. Last year he resigned from the King College presidency and returned to Maryville and at the time of his death was serving as assistant principal of Everett High School.

Superintendent Cody Honored

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Among the Schools

Limit Failures

Would Drop Pupils Not Up in Studies

REGINA, Sask.—Exclusion of high school students from attendance after two years' failures is one of the things asked by the president of the Saskatchewan School Trustees Association of the minister of education and members of the government. The imposition of a special provincial tax definitely earmarked for educational purposes is also being urged.

P. W. A. Spurned

Condemned Canton High School Remains

CANTON, Mass.—Rejecting the lure of federal aid amounting to $95,850, citizens gathered recently for the shortest town meeting on record decided against appropriating approximately $150,000 toward the contruction of a new high school. Edward H. R. Revere, chairman of the warrant committee, urged dismissal of the new high school plan and this was done after he explained that an addition might be made to the old high school after the matter was considered again at the next town meeting in March. That the state has condemned the old building as unsanitary and inefficient was admitted at the meeting.

Smaller Classes

Teachers Ask Not More than 35 Pupils

NEW YORK.—The Teachers' Union appealed to Mayor La Guardia recently to provide funds for a reduction in the size of classes to a maximum of thirty-five pupils. "For the past three years," the union said, "the school system has been run on a retrenchment budget, which has necessitated thousands of classes of forty, forty-five, and over. Educational research has disclosed the need for individual attention in the classroom. The gap between educational theory and classroom practice has resulted in a situation where maladjustment, retardation, and delinquency are on the increase, though the remedies and the methods of treatment are available."

Traffic Patrols

Chicago Man Spikes Adverse Criticism

CHICAGO.—J. J. Cavanagh, general manager of the Chicago Motor Club, credited schoolboy traffic patrols with reducing the motor accident rate among school children far below that of any other age group. The Safety Patrols' work supplies the "one bright spot . . . in the otherwise gloomy picture," of growing highway tragedies, Mr. Cavanagh said in a statement answering "some criticism" of the patrol system. "The credit for this remarkable achievement," he declared, "is owing directly to the teachers who have so diligently instructed the children in ways to avoid automobile accidents and to the protection afforded by the School Safety Patrols."

Book Ban

Kansas City Acts On Mother's Complaint

KANSAS CITY, Mo.—A mother who said Pearl Buck's "The Good Earth" was a type of book which in her childhood days "you went behind the barn to read" brought about a sweeping investigation of high school reading lists in Kansas City. "Orders have gone out for teachers to give closer attention to both optional and required readings," said School Superintendent George Melcher. Earlier, the Board of Education had directed that a committee of English teachers study the optional reading list and eliminate all they consider "not appropriate." Superintendent Melcher said "no general policy" regarding Mrs. Buck's book had been adopted, but added: "It was on the optional list at Northeast Junior College. Because Mrs. E. B. McCann objected to it as unfit for her fifteen-year-old son, we have eliminated it from the list there." Mrs. McCann expressed the belief that "book reviewers, the so called intelligentsia and the great American reading public are so ignorant they don't know trash when they see it."

Plan Addition

Steps Being Taken To Expand High School

SCHUYLKILL HAVEN, Pa.—At the Schuylkill Haven School Board meeting recently, a great deal of time was taken up in the discussion of plans for the proposed addition to the high school building. Plans were adopted to bring to the attention of the public in an understandable way, the details of the necessity for the new addition and the fact that through the assistance of the PWA this project will cost the school district a little more than half of what it would otherwise cost. The question of increasing the indebtedness of the district to an amount not to exceed $45,000 will be voted on at the coming election.

More in School

Detroit Attendance Jumps Nearly 11 Per Cent

DETROIT, Mich. — The city of Detroit has 6,642 more children between the ages of five and nineteen years, inclusive, than it had a year ago. This fact was released recently by the census bureau of the Board of Education. The total school census as of June 1, 1934, was 406,160, and as of June 1, 1935, 412,802. The total number of children of school age in the city's institutions shows an increase of 10.95 per cent. The west side of the city shows the greatest increase in children of school age, with a percentage of 2.45 per cent, while the east side shows an increase of .74 per cent.

Boy Map Maker

SOUTHBRIDGE, Mass.—A school boy's hobby of map making proved to be an important asset to this city recently. Lester West, of Worcester, district supervisor of the local control survey project of the state department of public works, discovered that the city known as "the eye of the Commonwealth" has no official map. The engineering department referred him to the Cole Trade School, where C. H. Brown, of the student body, unrolled for Mr. West an accurate scale map of streets, hills, and other features.

Teachers Study

Extension Courses Carry Degree Credits

FAIRFIELD, Conn. — Extension courses for the teachers of the Fairfield school system are being offered this year. There are three courses, one for English in the lower grades, one for English in the upper grades, and a course in supervision. The courses are taught by lecturers from Teachers' College, Columbia University, and two credits toward a degree will be allowed for the completion of the work. School Superintendent Ashley M. McCullough, who has arranged the courses, states that the English work will be used as the basis for English study in the local schools and that further work next year will supplement that done this year. Many of the teachers in the system have signed up for the work which will continue until some time in January.

Among the Schools

Science in Grade I

TULSA, Okla. — Even first grade children here study science. Instead of using textbooks, however, they learn directly from living specimens in a museum of their own. Every elementary school in Tulsa has a science museum comprising all sorts of collections brought in by parents, teachers, and children. Insects, birds' nests and eggs, rock gardens, aquariums and terrariums, fungi and cacti, snakes, lizards, and frogs, mounted animals, rocks and minerals are some of the commonet specimens.

Nazis First

BERLIN.—Bernhard Rust, Minister of Education, has announced that those candidates for admittance to normal schools will receive first consideration who have been members of the Nazi party or one of its subordinate organizations. In his declaration he says further that in the future the teaching staffs of the public schools will be recruited chiefly among students who have been members of the Hitler Youth.

Pretty Teachers

How To Keep Them Is Delaware's Problem

WILMINGTON, Del. — Dr. H. V. Holloway, State Superintendent of Public Instruction, is having labor trouble in his domestic science department, according to reports, which say that when the State appoints pretty teachers of the household arts it is leaning on a series of broken reeds. No sooner do they get settled down in their jobs than they leave to get married. Something has to be done about it, for the yearly turnover of domestic science teachers averages three.

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Personal Mention

Dr. Charles W. Henry

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DR. BYRON C. KIRBY (*"Checking Thievery in Schools,"* page 473) received his Bachelor's, Master's, and Doctor's degrees from Notre Dame University. He organized the first platoon school in South Bend, Indiana. He is principal of the Oliver School, a platoon elementary and junior high school with an enrollment about 900. Dr. Kirby believes in progress and change yet he appreciates the importance of reason, perspective, and balance.

HELEN L. SPELMAN (*"'Mike' As Socializer,"* page 480) is a graduate of Westfield (Mass.) State Teachers College. She is a teacher of English in the Frank A. Day Junior High School, of Newton, Massachusetts. She tells us that: "Assisting in the school radio club has been a most pleasant and inspiring experience, for it is outside the classroom that children are the most fun."

• •

Learn Faster

Adults Five Times Quicker Than Children

WASHINGTON. — The time-honored idea that little Johnny can soak up education faster than his dad received a jolt recently from Dr. L. R. Alderman, educational director for WPA and the National Youth Administration. Swinging into his third year as chief of relief activities in the educational field, Dr. Alderman said in an interview: "Our teachers say that adults learn five times as fast as children. When a child learns a new fact, it is just that to him—an entirely new concept. The adult learns symbols for facts he already has encountered in his years of experience. He learns to talk and write about them." Dr. Alderman estimated that, of the 2,000,000 persons who were in classes taught by relief-paid teachers the past year, 500,000 had not been able previously to read and write well enough to follow the newspapers and write letters. He said there still were between 8,000,000 to 12,000,000 illiterates or semi-illiterates in the country, and that many teachers on relief rolls have been given special training for work among them.

Every letter

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Welcome To It

Suitor—"Er—I—er—am seeking your daughter's hand—er—have you any objection, sir?"

Father—"None at all. Take the one that's always in my pocket."

• •

Biggest Ache

"Well," said the dentist cheerily, as he entered the waiting room, "who has been waiting the longest?"

"I have," said the tailor, as he presented his bill.

• •

Mystified

At one time during a season of heavy fog, a London daily paper offered a prize for the best fog story. The story given here won the prize:—

A merchant received a telephone message one morning from one of his clerks. "Hello, Mr. Smith," said the clerk over the wire, "I cannot come down to the shop this morning on account of the fog. I have not yet arrived home yesterday."

• •

Bowed Down

"Hello, Bill! I haven't seen you for a month." Bill's pal stopped suddenly. "But, what's wrong, man? You're not looking well. Been ill?" he asked.

Bill passed a weary hand across his brow.

"No," Bill sighed. "I ain't been ill. It's work wot's doing it for me—work from seven in the morning till six at night, and only one hour off for meals. Think of it!"

"Well, well, that is tough," replied the other. "How long have you been there?"

"I ain't been there at all yet. I begins tomorrer."

• •

Answer This

If you're so smart, jes answer this,
'N make it short 'n' snappy:
Is a fat man happy because he's fat,
Or fat because he's happy?

• •

Borrowed Privilege

Two small children were working in the garden. The older boy "bossed" until the little fellow called: "Mother, please come speak to James. He thinks he is a woman."

• •

It Might Work

An enterprising pastor had been called to a small mining town to help build up the parish. He worked faithfully, added many members, and then managed to build a church. A steam-heating system was installed, and everything was considered complete—until it was discovered that the church had no bell.

A campaign was started for funds for a bell, but the parish had been well drained, so the pastor sought contributions from outsiders. He finally approached a miner from Cornwall.

The miner listened, studied a moment and asked: "Ye say ye 'ave a noo choorch?"

"Yes," said the pastor.

"An' noo ye want a bell for ut?"

"Yes."

"An' ye say the choorch is 'eated by steam?"

"Yes."

"Mon," said the miner, "wy dunt ye put a whustle on ut?"